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Summary of alumni questionnaire pertaining to aspects of academic program, such as effectiveness, student-faculty contact, applied vs. cultural courses, student work load, graduation requirements, De Pauw's future as a liberal arts college.

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# CHAPTER I

## THE DEPAUW CONSTITUENCY
## STUDENTS, FACULTY, AND ALUMNI

### Introduction

In 1837 the newly founded Indiana Conference of the Methodist Church established the Indiana Asbury University "forever to be conducted on the most liberal principles, accessible to all religious denominations, and designed for the benefit of our citizens in general." In 1884 the name was changed to DePauw University. It is the purpose of this chapter to present an examination of our present constituency, the men and women who are associated with DePauw as students, alumni, and faculty members. The material for this chapter is taken from questionnaires and from records in the Office of the Registrar.

## STUDENTS

### Enrollment

DePauw has long been characterized as a "middle-sized" institution. Economic conditions, varying birth rates, wars, and other social forces have caused some variation in enrollment, as shown by the following table.

TABLE I.

STUDENT ENROLLMENT - FIRST SEMESTER OF YEARS FROM 1919 - 1954

| YEAR | MEN | WOMEN | TOTAL |
|---|---|---|---|
| 1919 | 397 | 503 | 900 |
| 1920 | 461 | 509 | 970 |
| 1921 | 586 | 556 | 1142 |
| 1922 | 658 | 538 | 1196 |
| 1923 | 780 | 587 | 1367 |
| 1924 | 850 | 657 | 1507 |
| 1925 | 900 | 724 | 1624 |
| 1926 | 927 | 790 | 1717 |
| 1927 | 895 | 722 | 1617 |
| 1928 | 908 | 709 | 1617 |
| 1929 | 891 | 718 | 1609 |
| 1930 | 936 | 669 | 1605 |
| 1931 | 973 | 664 | 1617 |
| 1932 | 1014 | 576 | 1590 |
| 1933 | 791 | 536 | 1327 |
| 1934 | 768 | 483 | 1251 |
| 1935 | 736 | 532 | 1268 |
| 1936 | 712 | 544 | 1256 |
| 1937 | 719 | 512 | 1231 |
| 1938 | 793 | 601 | 1394 |

Enrollment - continued.

| YEAR | MEN | WOMEN | TOTAL |
|---|---|---|---|
| 1939 | 800 | 666 | 1466 |
| 1940 | 803 | 722 | 1525 |
| 1941 | 741 | 736 | 1477 |
| 1942 | 650 | 720 | 1370 |
| 1943 | 531 | 772 | 1303 |
| 1944 | 512 | 930 | 1442 |
| 1945 | 232 | 942 | 1174 |
| 1946 | 1048 | 974 | 2022 |
| 1947 | 1160 | 983 | 2143 |
| 1948 | 1225 | 944 | 2169 |
| 1949 | 1140 | 913 | 2053 |
| 1950 | 1013 | 887 | 1900 |
| 1951 | 857 | 860 | 1717 |
| 1952 | 844 | 837 | 1681 |
| 1953 | 856 | 882 | 1738 |
| 1954 | 868 | 897 | 1765 |

Student Background and Learning Ability

The present student body of more than 1700 students is definitely an above average group on the basis of high school class rank and ACE (American Council on Education Psychological Examination) scores.

TABLE II.

HIGH SCHOOL CLASS RANK OF DEPAUW STUDENTS*

| DECILE | TOTAL | SENIORS | | JUNIORS | | SOPHOMORES | | FRESHMEN | |
|---|---|---|---|---|---|---|---|---|---|
| | | M | W | M | W | M | W | M | W |
| 10 | 648 | 59 | 62 | 76 | 62 | 74 | 87 | 89 | 134 |
| 9 | 360 | 35 | 37 | 37 | 38 | 29 | 47 | 46 | 89 |
| 8 | 236 | 16 | 15 | 21 | 23 | 28 | 36 | 40 | 55 |
| 7 | 168 | 15 | 10 | 12 | 11 | 16 | 19 | 46 | 38 |
| 6 | 124 | 14 | 7 | 17 | 6 | 15 | 13 | 34 | 18 |
| 5 | 64 | 6 | 1 | 5 | 0 | 9 | 8 | 21 | 14 |
| 4 | 51 | 6 | 1 | 4 | 2 | 10 | 2 | 19 | 6 |
| 3 | 27 | 5 | 1 | 3 | 0 | 5 | 1 | 7 | 5 |
| 2 | 19 | 3 | 0 | 1 | 1 | 1 | 2 | 9 | 1 |
| 1 | 5 | 0 | 0 | 0 | 1 | 0 | 0 | 4 | 0 |
| TOTAL | 1702 | 159 | 134 | 176 | 144 | 187 | 215 | 315 | 360 |

*(66 not ranked)

Table II indicates that most DePauw students are relatively superior in academic aptitude and/or achievement, since more than 1/3 of them ranked in the highest ten percent and more than 2/3 in the top third of their high school classes. Some of the students ranking in the lower half came from small private schools in which the class rank may be a less reliable indicator, but the table indicates the desirability of reducing the number admitted from the lower ranks

as the Office or Admissions becomes more selective with the impending increase in numbers of students seeking admission.

TABLE III.

NATIONAL MEAN CENTILES OF DEPAUW STUDENTS
ON THE ACE PSYCHOLOGICAL TEST

| | Quantitative | Linguistic | Total |
|---|---|---|---|
| Mean of all students, 1954 | 65.3 | 67.0 | 68.5 |
| Entering students, 1951 | 66.0 | 64.0 | 67.0 |
| Entering students, 1952 | 60.0 | 70.0 | 69.0 |
| Entering students, 1953 | 67.0 | 65.0 | 67.0 |
| Entering students, 1954 | 70.0 | 70.0 | 72.0 |

A detailed study of the general effectiveness in education in the liberal arts at DePauw has been made by means of the Area tests published by the Educational Testing Service, Princeton University. (The results of these tests are reported in the chapter on Graduation Requirements.)

## Student Mortality

The present policy on admissions is to admit only those students who are qualified to do the work at DePauw successfully. Consequently the failure rate has been very low, varying from 1 to 2%. An additional criterion of the success of the admissions policy as well as the educational program is the amount of dropout which occurs over the summer months, for all reasons other than graduation. Except for the war years this dropout rate has remained rather constant with a range of 12 to 15% as indicated in the following table.

TABLE IV.

LOSS OF STUDENTS OVER SUMMER
(Not Including Loss by Graduation)

| | Number | Percentage |
|---|---|---|
| Summer 1936 | | |
| Men | 92 | 13.31 |
| Women | 107 | 21.31 |
| Both | 199 | 16.68 |
| Summer 1939 | | |
| Men | 92 | 12.14 |
| Women | 101 | 17.94 |
| Both | 193 | 14.61 |
| Summer 1941 | | |
| Men | 126 | 16.4 |
| Women | 169 | 24.1 |
| Both | 295 | 20.1 |

Loss of Students over Summer - Continued.

| Summer 1947 | Number | Percentage |
|---|---|---|
| Men | 107 | 9.76 |
| Women | 128 | 13.64 |
| Both | 235 | 11.55 |
| **Summer 1949** | | |
| Men | 158 | 13.87 |
| Women | 116 | 13.11 |
| Both | 274 | 13.54 |
| **Summer 1951** | | |
| Men | 104 | 11.65 |
| Women | 117 | 14.00 |
| Both | 221 | 12.78 |
| **Summer 1953** | | |
| Men | 81 | 9.91 |
| Women | 127 | 15.78 |
| Both | 208 | 12.79 |

## Socio-Economic Background of Student Population

The students now on campus (1954) come from 37 states and 13 foreign countries. Although a sizable majority come from the Middle West, only 3% of our students come from Putnam County; consequently, the number of commuting students is negligible. DePauw at the present time is primarily a residence college.

The student questionnaire (Appendix) revealed many types of information regarding the present student body. The following tables present a summary statement of relevant data.

TABLE V.

AGE OF STUDENTS

| Age | Percentage (of total student body)* |
|---|---|
| 17 | 1 |
| 18 | 13 |
| 19 | 33 |
| 20 | 22 |
| 21 | 20 |
| 22 | 10 |
| Over 22 | 2 |

*It should be noted that all students included have completed at least one year at DePauw; the indicated ages are therefore somewhat higher than the ages of the students during the school year.

TABLE VI.

SIZE OF HOME COMMUNITY

| Size | Percentage in 1954 | Percentage in 1938* |
|---|---|---|
| Under 1000 | 5 | 4.5 |
| 1000-5000 | 13 | 37.0 |
| 5000-25,000 | 29 | |
| 25,000-100,000 | 23 | 22.1 |
| Over 100,000 | 31 | 36.0 |

*From a study by Fay and Middleton, Journal of Social Psychology, II (1940), 91.

TABLE VII.

MEMBERSHIP IN FRATERNITY OR SORORITY

| | Percentage |
|---|---|
| Members | 81 |
| Non-members | 19 |

TABLE VIII.

PERCENT OF COLLEGE EXPENSE EARNED (OR EXPECTED TO EARN)

| | Percentage |
|---|---|
| None | 27 |
| 10% or less | 22 |
| 10-25% | 22 |
| 25-50% | 16 |
| Over 50% | 13 |

TABLE IX.

PERCENT OF STUDENTS HOLDING JOBS DURING PAST YEAR

| | Percentage |
|---|---|
| No regular employment | 67 |
| Part-time " | 27 |
| Full-time " | 6 |

TABLE X.

GEOGRAPHICAL DISTRIBUTION OF STUDENT HOME RESIDENCES: 1953-1954

| United States and Territories: | Total | Percentage |
|---|---|---|
| Alabama | 1 | |
| Arizona | 6 | .34 |
| Arkansas | 3 | |
| California | 2 | |
| Colorado | 2 | |
| Connecticut | 3 | |
| District of Columbia | 4 | .23 |
| Florida | 5 | .28 |
| Georgia | 4 | |
| Illinois | 631 | 35.73 |
| Indiana | 632 | 35.79 |
| Iowa | 18 | 1.02 |
| Kansas | 1 | |
| Kentucky | 18 | 1.02 |
| Louisiana | 1 | |
| Maryland | 8 | .45 |
| Massachusetts | 6 | .34 |
| Michigan | 48 | 2.72 |
| Minnesota | 6 | .34 |
| Mississippi | 2 | |
| Missouri | 50 | 2.83 |
| Nebraska | 3 | |
| New Jersey | 9 | .51 |
| New York | 41 | 2.32 |
| North Carolina | 1 | |
| North Dakota | 1 | |
| Ohio | 181 | 10.25 |
| Pennsylvania | 17 | .96 |
| South Carolina | 1 | |
| South Dakota | 1 | |
| Tennessee | 7 | .40 |
| Texas | 4 | .23 |
| Virginia | 2 | |
| West Virginia | 3 | |
| Wisconsin | 28 | 1.59 |
| **Foreign Countries:** | | |
| Austria | 1 | |
| Canada | 1 | |
| China | 1 | |
| England | 3 | |
| Germany | 2 | |
| Greece | 1 | |
| India | 1 | |
| Japan | 1 | |
| Korea | 1 | |
| Netherlands | 1 | |
| Norway | 1 | |
| Panama | 1 | |
| Sweden | 1 | |
| | 1766 | |

TABLE XI.

PROFESSIONAL AND VOCATIONAL FIELDS
ENTERED BY DEPAUW GRADUATES

| Field | 1952 Study (Men) Percentage | Men and Women | Self Study 1954 Percentage |
|---|---|---|---|
| Business and Industry | 43 | Professional | 40 |
| Education | 16 | Semi Professional | 4 |
| | | Managerial | 11 |
| Religion | 7 | Clerical | 3 |
| Medicine | 6 | Sales | 7 |
| | | Service | 3 |
| Law | 6 | Agriculture | .6 |
| Other Professions | 6 | Skilled | .9 |
| | | Housewife | 29 |
| Military | 4 | | |
| Government | 4 | | |
| Graduate Study | 4 | | |
| Miscellaneous | 2 | | |

TABLE XII.

ANNUAL INCOME OF PARENTS

$0 - 5000 -- 15%
5 - 10,000- 52%
10,000 and over- 33%

More complete analyses of the student questionnaire are included in other sections of this report. The above tables indicate, however, that the DePauw student can be characterized as above average in learning ability and socio-economic status. More often than not, the student comes from a city of over 25,000 population and he is interested in liberal education as a basis for cultural life, and for a career in business or in the professions, especially law, theology, medicine and dentistry, science, or education.

Summary of Student Questionnaires

Questionnaires were sent to all students who were in attendance at DePauw in the Spring of 1954. About forty-seven percent (779) of the students returned the questionnaires. A few more women (52%) than men (48%) responded. More than 80% of the students in the sample were from the Midwest. Most of the students lived in large-size communities. Fifty-four percent lived in cities of 25,000 or more. A fair distribution of the four classes and about the proper ratio of organized and unorganized students were secured.

The two largest groups of majors included in the sample were Economics and Education. These two subjects accounted for slightly over one-fourth of the

total sample. No other subject matter area accounted for as much as 10% of the sample. One-third of the students reported having either a part-time or a full-time job. However, about 70% reported earning 10% or more of their expenses in college. More than one out of every ten indicated he earned over one-half of his expenses in college.

One-third of the fathers of the students in the sample were in professional occupations. Over one-half of the students planned to enter professional occupations. About one-third of the fathers were in managerial positions, whereas only 5% of the students planned to enter such positions. Approximately one-half of the students came from average-income families ($5,000 to $10,000), one-third came from higher than average-income families. The following summary is based upon the questionnaires returned by the sample of students with the above characteristics.

The following four factors are among those which the Self Study Committee felt were important in DePauw's program: the preparation of the student for a democratic way of life, making a living, a spiritual and religious life, and an appreciation of aesthetic values. A vast majority of the sample of students believed that the present program was at least fairly effective in accomplishing each of these goals. The higher the class rank of the student the less effective he felt the program was in preparing students for a democratic way of life. More men than women were in agreement that the program was effective in preparing students for a spiritual and religious life. One out of ten students felt that the present program was effective in preparing students for a spiritual and religious life. Another point of some interest was the difference in opinions held by students who were employed and those who were not employed. The students with jobs felt the program was less effective than those students without jobs in preparing students for a spiritual and religious life and for an appreciation of aesthetic values. More students who were members of a campus social organization than those who were not members expressed satisfaction with the program in preparing students for a spiritual and religious life. Also the students from the larger population centers were less satisfied with the program than those from the smaller communities as to its effectiveness in preparing students for an appreciation of aesthetic values.

Class rank was also related to the expressed opinion as to the effectiveness of the program in preparing students for an appreciation of aesthetic values. The longer the student remains in school the less likely he is to perceive the program as being effective in this relation.

A question which has caused considerable discussion in recent years has been whether or not more so called "applied courses" should be added to the curriculum. In response to this question a majority of the students expressed a desire for more applied courses. More women than men students desired this shift. Also related to this was class rank. More seniors than freshmen desired such courses. Another related factor was family income. Students from high-income families more often desired the applied courses than those from low income.

Another goal of DePauw has been to make classroom and faculty contacts of such a nature as to help students in making their own decisions in their school work and other activities. Nine out of ten agreed that such contacts as they

have had with the faculty do, in fact, help them in making their own decisions.

Students often expressed opinions concerning the amount of work they were assigned in the various classes. Also the question of prodding came in for its proper share of discussion. When asked about these matters a majority of the students indicated that they were just pleasingly busy and received the appropriate amount of prodding. Of course, there existed some difference of opinion among different groups of students. More freshmen than seniors felt that they were over-burdened with work. Students who came from very small communities were the ones who most often expressed the feeling that they were over-burdened. Also students who were members of a social organization more often than non-members felt that they were over-burdened.

Of considerable interest was the fact that those students who had jobs were the ones who felt the least burdened with the work assignments. There seemed to be some relationship between the major interest of the student and his feeling concerning the adequacy of the prodding he received. Geology students felt that they were prodded too often, whereas Philosophy-Religion and Zoology students felt they needed more prodding. Students with full-time jobs often felt that they needed more prodding than students who did not have jobs. The age-old question of what type of examination question is more effective was considered by the Committee. This was also included on the questionnaires, and the results indicated a desire for a combination of essay and objective questions. Less than 10% of the sample would prefer either type to the exclusion of the other.

From the standpoint of accomplishing the established liberal arts goals as well as the financial considerations the Committee was interested in the size of the classes at DePauw. To gain evidence in support of the established class size the students were asked to express their opinions concerning this question. Opinion was divided almost fifty-fifty as to whether or not any real advantage was to be gained from having small lecture sections (20 to 30) as compared with larger sections (40 to 50).

The University and the Greencastle community provides a number of religious services which are available to the students of DePauw. The students were asked to indicate the regularity with which they attended one or more religious services other than the regular chapel programs. Approximately 70% of the students attended at least one service per month. Students who were from relatively small communities were the ones who most frequently attended such services. There was a steady decline in attendance from the freshman to the senior year. Students who were members of campus social organizations did not attend such services as often as non-members. Students interested in professional or semi-professional positions attended services considerably more often than those interested in sales or clerical occupations. Students from low-income families attended such services more often than the students from the higher income families.

DePauw is a highly organized campus and many students, staff, alumni, and others have expressed different opinions about the desirability of such social organizations. The question which is of considerable importance in this connection is whether or not such organizations interfere with the academic life of the students. A majority of the students in the sample agreed that such campus social organizations did not interfere with the academic life of the students. Those students who were from small communities expressed the

greatest degree of interference. Also those who were non-members of such organizations felt there was a greater amount of interference. Those students from low-income families expressed interference in the academic life by the social organizations more often than those from the higher income families.

As an additional means of accomplishing the established liberal arts aims of the program many of the faculty have expressed a desire for a senior inter-departmental course. This course would include the reading and discussion of such topics as the great issues, great ideas, and contemporary world problems. Approximately nine out of ten students favored such a course. For some reason fewer sophomores than any other class desired such a course. Those students planning to enter a profession expressed the greatest approval, while those planning on entering the business field were least favorable.

The Committee recognized that certain courses in the present curriculum would contribute more to certain vocational goals, whereas other courses might contribute the most to the fullness and richness of life of the students. The students were asked to record their choice of the subject which they felt would contribute the most and the subject which they felt would contribute the least to both the accomplishment of vocational goals and the richness of their future lives. The two subjects which they felt would contribute the most to the vocational goals were English Composition and Psychology. The two subjects which they felt would contribute the most to the richness of their lives were Philosophy-Religion and Literature. There was a considerable difference among the men and women on the relative contribution of literature to the richness of life. More women than men agreed that such was the case. It was noted that contact with different courses often changed the student's opinion as to relative importance of a given subject area. Foreign language was the subject which the greatest number of students felt would contribute the least to their vocational goals as well as to the richness of their lives.

A possible measure of the degree to which different courses were contributing to the accomplishment of liberal arts goals was whether or not the subject stimulated the student to work beyond normal course requirements. The three subjects which had the greatest number of students indicating that they worked beyond the normal assignments were History, Literature, and Psychology. Also of importance was whether or not a student considered a course either too easy or too hard. Four courses were considered too easy by at least one out of ten students. These courses were Education, Sociology, Speech, and English Composition. On the other side, foreign language was considered to be too hard by the greatest number of students. In this latter instance there was a considerable sex difference. More than twice as many men as women felt language was too hard. An additional subject which was considered by a noticeable number as being too hard was Psychology. In this instance more than three times as many women as men felt it was too hard. The feeling that the foreign language was too hard seemed to be related to the occupation in which the student hoped to enter. Slightly more than one out of every four who anticipated entering a professional occupation felt that language was too hard, whereas 50% of those contemplating sales careers had the same feeling.

Students responding to the questionnaires were asked to select those instructional techniques which they considered to be the most effective and the least effective. Personal conferences with the instructor was considered

the best technique by the largest number of students. Student direction of the class was considered the poorest technique by the largest number of students. A related question to which the students were asked to respond was the good and bad characteristics of the average DePauw instructor. That the instructor knew his subject matter was mentioned the most often by the greatest number of students. Lack of seriousness of purpose was the characteristic which the students felt never characterized the average instructor.

Perhaps one of the most important questions of the Self Study Committee was that of graduation requirements. In the questionnaire the students were asked to record their feeling about each of the present graduation requirements. Six out of ten students who responded to the questionnaires were satisfied with most of the requirements as they exist at the present time. The exception to this was the foreign language requirement. Fifty-four percent of the students expressed the desire for a decrease or the elimination of the foreign language requirement. Both men and women held essentially the same view on this requirement. In general, the older the student the greater the perceived need for a decrease in or the elimination of the foreign language requirement. Regardless of the intended occupation of the student the percent of those desiring the reduction in or the elimination of the foreign language requirement remained approximately the same. The requirements which the greatest number of students felt should be increased were English Composition and social science. Again the older the student the greater the perceived need for English Composition. In addition, the older the student the greater the perceived need for Philosophy and laboratory science.

More than seven years ago DePauw instituted an Experimental Curriculum (General Studies) program. The Committee was interested in getting the students' reaction to the program. They were asked to express their opinions on the five separate courses in the program as to whether or not they were more valuable than traditional courses. History of Civilization and Basic Communications were the two courses which received the greatest favorable comment. The opinion as to the value of the General Studies program was related to the occupation of the student's father. Students whose fathers were in semi-professional occupations expressed the greatest satisfaction with the program. Those from farms expressed the least satisfaction with the program. However, in the latter instance still over half of the students considered the program more valuable than traditional courses. The class standing of the student was also related to opinions on this topic. Increased class rank effected an increase in the difference of opinion. There was an increase in the number who believed biological science, physical science, and social science were more effective than traditional courses and an increase in the number who felt the same courses were less effective. The physical science survey was the course considered least effective by the greatest number of students. A vast majority of the students who expressed an opinion about the General Studies program based such opinions upon "conversations with others." The reason which was given most often for not enrolling in the General Studies program was inability to fit it into his or her program. About two out of five students stated they did not enroll in the program because it did not appeal to them.

Certainly not the least desirable aspect of the instructional program is the traits of the individual instructor which have a beneficial influence on the student. The largest percent of the students responding to the questionnaire

felt that the personal interest of an instructor in the student was the outstanding trait which contributed the greatest beneficial influence on students. This belief was more prevalent among freshmen than among seniors.

Undoubtedly DePauw has a great many needs today; these have to do with the physical plant, the instructional staff, the administrative program, etc. The students listed over twenty-five major needs of DePauw. The single greatest needs pointed out by the students were new buildings and better faculty salaries. The size of the community from which the student came influenced his opinion concerning DePauw's future needs. Those from small communities felt the most important thing was the development of a closer student-faculty relation. Those from the larger community expressed a desire for better faculty salaries. From freshman to senior year there was a decrease in the number feeling that the greatest needs of DePauw are new buildings, better athletic program, and a de-emphasis of social organizations. During this same period, from freshman to senior year, there was also an increase in the perceived need for better faculty salaries and a need to urge students to think. Still another factor related to opinions expressed about DePauw's needs today was the income of the student's father. Those from low-income families asked for de-emphasis of the campus social life; those from average-income families would like a better athletic policy and better faculty salaries; while those from the top-income group desired closer student-faculty relations.

Recommendations Concerning the Student Body

On the basis of the above analysis the Committee recommends the following action with a view toward improving the quality of the present student body:

1) While the large majority of the DePauw students are better than average in learning ability, it would appear that most of the students who have been admitted from the lower half of the graduating classes are not qualified to participate in the DePauw program, although exceptional cases should always be considered. The Committee feels that most of these students should not be admitted to DePauw.

2) The above data in respect to income of parents would indicate that financial ability plays a considerable part in the enrollment at DePauw. In order to encourage the admission of promising students from all financial situations, it is recommended that the University continue to encourage additional scholarship assistance.

3) The University should continue to encourage both the students who wish to be in fraternities and those who wish to remain independent, and it is felt that the small increase in enrollment which will develop in the near future should be accommodated in residence halls.

4) The Committee feels that the short-range goal in enrollment should not exceed 2000 students and that the increase from the present 1765 should be largely in men students.

5) For the long-range picture it is believed that the University should increase beyond 2000 students only as facilities, endowment, and offices and classrooms are made available, up to a point not to exceed 2500 students.

6) The Committee recommends the encouragement of the admission of well-qualified students with advanced standing especially from junior colleges.

7) The Committee encourages the increased use of tests in selecting students for admission.

8) The Committee feels that in admission we should maintain high scholarship standards but that other factors, such as intellectual interests, motivation, sincerity, and personality, should also be given due consideration.

## FACULTY

During the summer of 1954, a study was made of the present faculty of DePauw University. Among the factors studied were teaching load, amount of training, places of training, experience, age, and other objective data relating to the present status of the staff. Perhaps the most important aspect, teaching effectiveness, is more difficult to evaluate, but this has been attempted on the basis of judgments given by students and alumni through the questionnaire.

### Organization and Teaching Load

During the year 1954-55 there were 136 members of the teaching faculty. In the College of Liberal Arts, doctor's degrees were held by 82.6 percent of the full professors and 50.4 percent of the entire staff. The faculty-student ratio was one to fourteen and the median teaching load was fourteen class hours. The average class size was approximately twenty students and the median student load per teacher was seventy-five. (See chart on class size). It should be pointed out, however, that in the second semester 1954-55 twenty-five faculty members had more than one hundred students, including two teachers with more than 175 students and five teachers with more than 125 students.

The following tabulations present some objective personnel data regarding the present faculty:

TABLE XIII.

YEARS ACTIVE TEACHING
DePauw Faculty

| | |
|---|---|
| 1-5 | (20) |
| 6-10 | (28) |
| 11-15 | (17) |
| 16-20 | (17) |
| 21-25 | ( 9) |
| 26-30 | (14) |
| 31-35 | (15) |
| 35--- | (11) |

TABLE XIV.

AGE
DePauw Faculty

| | |
|---|---|
| 25-29 | (12) |
| 30-34 | (22) |
| 35-39 | (16) |
| 40-44 | (19) |
| 45-49 | (11) |
| 50-54 | (15) |
| 55-59 | (17) |
| 60-65 | ( 8) |
| 65-69 | ( 3) |

TABLE XV.

CHURCH MEMBERSHIP
DePauw Faculty

| | |
|---|---|
| Methodist | 59 |
| Presbyterian | 15 |
| Episcopal | 10 |
| Lutheran | 10 |
| Christian | 6 |
| Congregational | 5 |
| Baptist | 3 |
| Christian Science | 3 |
| Unitarian | 3 |
| Jewish | 1 |
| Roman Catholic | 1 |
| United Brethren | 1 |

TABLE XVI.

FREQUENCY DISTRIBUTION OF CLASS SIZE
Schedule of Classes 1st Semester 1954-55

| Class Enrollment | No. of Classes |
|---|---|
| 1-5 | 28 |
| 6-10 | 62 |
| 11-20 | 124 |
| 21-30 | 122 |
| 31-40 | 32 |
| 41-50 | 13 |
| 51-60 | 11 |
| 61-85 | 4 |
| 85-110 | 1 |
| Over 110 | 0 |
| Total | 397 |

TABLE XVII.

NATIVE STATE
DePauw Faculty

| | | | |
|---|---|---|---|
| Colorado | 2 | Nebraska | 2 |
| Georgia | 2 | New Hampshire | 1 |
| Illinois | 16 | New York | 11 |
| Indiana | 32 | North Carolina | 1 |
| Iowa | 3 | Oklahoma | 3 |
| Kansas | 5 | Ohio | 10 |
| Massachusetts | 6 | Oregon | 1 |
| Michigan | 3 | Pennsylvania | 4 |
| Minnesota | 3 | South Dakota | 1 |
| Missouri | 2 | Tennessee | 2 |

Native State of DePauw Faculty - Continued.

| | |
|---|---|
| Texas | 1 |
| Virginia | 1 |
| Washington | 2 |
| W. Virginia | 1 |
| Wisconsin | 3 |
| France | 1 |
| Germany | 1 |
| Dist. of C. | 1 |

TABLE XVIII.

ORIGIN OF BACCALAUREATE AND ADVANCED DEGREES
DePauw Faculty

| College | Baccalaureate | Advanced |
|---|---|---|
| Missouri | 4 | 6 |
| Claremont | | 1 |
| Vanderbilt | | 1 |
| Texas Christian Univ. | | 1 |
| Univ. of Texas | | 1 |
| Rochester | | 4 |
| Univ. of Freiburg (Germany) | | 2 |
| Mount Holyoke | | 1 |
| Brown Univ. | | 2 |
| California | | 3 |
| Duke | | 1 |
| Ball State Teachers College | | 1 |
| Oberlin | 2 | 1 |
| Allegheny College | 1 | 2 |
| Middlebury College | 1 | 1 |
| Iowa State | 1 | 2 |
| Western Reserve | | 3 |
| Carnegie Institute of Technology | | 1 |
| Drexel Institute of Technology | | 1 |
| Miami | 2 | |
| Syracuse | | 1 |
| Laval | | 1 |
| Franklin | 2 | |
| Starr King School for Ministry | | 1 |
| DePauw | 43 | 7 |
| Washington Univ. | | 1 |
| Ohio Wesleyan | 2 | |
| Yale | 1 | 4 |
| Wisconsin | 3 | 17 |
| Chicago | 1 | 8 |
| Columbia | | 15 |
| Northwestern | 1 | 7 |
| Harvard | 1 | 6 |

Degrees - Continued

| College | Baccalaureate | Advanced |
|---|---|---|
| Michigan | 2 | 10 |
| Eastman School of Music | 5 | |
| State College of Washington | 2 | 1 |
| George Washington Univ. | | 4 |
| Cornell | 2 | |
| State University of Iowa | 2 | 7 |
| American Conservatory of Music | 2 | 2 |
| Chicago Musical College | | 1 |
| Scarret+ College | | 1 |
| Boston | 3 | 9 |
| Indiana State Teachers | 3 | 3 |
| Indiana University | 5 | 16 |
| Union Theological Seminary | | 3 |
| Garrett Biblical Institute | | 2 |
| Illinois | 4 | 15 |
| New York University | | 1 |
| University of Pennsylvania | | 3 |
| Purdue | 1 | 6 |
| St. Louis Univ. School of Medicine | | 1 |
| University of Virginia | 1 | 2 |
| Ohio State | 1 | 8 |
| Cambridge | | 1 |
| Minnesota | 1 | 2 |
| University of Nebraska | 1 | 3 |
| Princeton | 1 | 1 |
| Colorado State College of Education | 1 | 1 |
| New York St. College of Home Ec., Cornell Univ. | | 1 |
| Bucknell | | 1 |
| Faith Theological Seminary | | 2 |
| Baldwin-Wallace | 1 | 1 |
| University of Virginia | | 2 |
| George Peabody College for Teachers | | 1 |
| New England Conservatory | 1 | 1 |
| Lincoln-Jefferson | | 1 |
| Kansas | | 1 |
| Stanford | | 2 |
| Wyoming | 1 | 1 |
| University of New Mexico | | 1 |
| John Hopkins | 1 | 1 |
| Oregon State | | 1 |
| Manchester | 2 | |

The following colleges are represented by only one Baccalaureate Degree: Hamlin, Tennessee Polytechnic Institute, University of Oklahoma, Earlham, Lake Forest, Salem, Nebraska Wesleyan, Nebraska State Teachers, Bethany, St. Olaf, Oklahoma Agricultural & Mechanical, Valparaiso, Butler, Lehigh, North Carolina, Susquehanna, Lynchburg, Rockford, Reed, Muskingum, New Jersey College for Women, Hiram College, Wittenberg, Battle Creek College, Wichita, South Dakota

State, Kansas State Teachers, Washburn, Kentucky Wesleyan, College of Wooster, Park, Augustana, Central College, College of Puget Sound, Springfield College, Occidental, Swarthmore, Gustavus Adolphus, Georgia, MacMurray College for Women, American University, Denison, William and Mary, Women's College of Furman, North Central, Brooklyn, and Temple.

The tables indicate that the present staff is well trained with an excellent diversification of universities represented. The amount of "inbreeding" is negligible with only seven staff members receiving the advanced degree from DePauw. One indication of the interest of the present DePauw faculty in scholarly activities is found in the following report of these activities for the academic year 1954-1955.

FACULTY ACTIVITIES - 1954-55

Graduate Work

In process - 13
Degrees received - 6 (Ph.D. and M.A.)

Publications - Books

In process - 6
Completed and accepted for publication - 4

Publications - Articles and Manuals

In process - 25
Completed and published - 32

Attendance at Learned Society Meetings

Meetings Attended - 158

Leadership in professional societies

Offices held or program participation - 21

Recommendations

This summary is an attempt to provide an analysis of the present teaching staff of DePauw University. The Committee feels that the teacher is of central importance in the role of DePauw in the future and a separate chapter is devoted to this subject. Recommendations concerning the faculty are included in Chapter IV.

SUMMARY OF ALUMNI QUESTIONNAIRES

The Self Study Committee felt that one invaluable source of information about almost every aspect of the University was those who were products of DePauw. Accordingly questionnaires were sent to a random sample of 3000 DePauw alumni in the summer of 1954. About one-third of the alumni (1007) returned the questionnaires. To better understand the expressed opinions and attitudes of the alumni a brief description of the sample follows.

At the time these alumni completed the questionnaire about half of them lived in the Midwest. The other alumni who responded lived in various places throughout the United States with some concentration in the East, Southeast, and West. At the time they entered DePauw two out of three lived in Indiana, nine out of ten lived in the Midwest. The greatest shift from entrance address to current address was the relatively greater number now living in the East, Southeast, and West.

The sample of alumni was about evenly distributed as to the size of the community in which they lived at the time they came to DePauw. The median age range of the alumni was thirty-five to thirty-nine. Thus a relatively larger percentage of the sample was under forty years of age, while those over forty had a considerably wider range (over 70). The sample had a few more male than female respondents (54%). Most of the respondents were married (84%) and were graduates (83%). The sample contained a good representation of the alumni from 1900 to the present, with about 10 to 15% graduating in each period. Slightly over half of those responding had pursued some kind of advance training and about one in four had earned an advanced degree. About three-fourths of the sample indicated they were members of a social organization when they were on campus.

The largest proportion of the alumni were engaged in professional occupations. About 20% of the alumni were employed in either managerial or sales positions. The occupation of the father of these alumni followed the same pattern except that a relatively larger proportion was engaged in agriculture, whereas 14% of their fathers held such jobs. A study conducted in 1938 by professors Fay and Middleton indicated considerably fewer fathers with professional and managerial occupations than was the case for the fathers of last year's students.

It is reasonable to assume that a certain amount of bias was exhibited by the alumni in responding to various items. This normal bias was in all probability related to the major experiences they had while on campus. Therefore, the major field of study should be considered in the interpretation of their responses. A considerably greater percentage (21%) of the alumni sample majored in English Composition or Literature than any other subject-matter area. History, Political Science, and Sociology were the next highest in the number of majors (each 7%). Most of the other subject matter areas were about equally represented with 2 to 4% of the sample.

The following findings are based upon the responses of 1007 alumni with the above characteristics.

An effective liberal arts program should make a significant contribution to preparing students for a democratic way of life, making a living, a spiritual and religious life, and an appreciation of aesthetic values. The alumni were asked to appraise the program at the time they were on campus in reference to these goals. A great majority of the total sample felt the program had been at least "fairly" effective in accomplishing these goals. However, there was considerable variability in the opinions as to whether or not the program was "very" effective. About three times as many alumni felt the program was only fairly effective or not effective as the number who felt it was very effective in preparing students for making a living. Close to one-half of the alumni

believed the program was very effective in preparing students for a democratic way of life, a spiritual and religious life, and an appreciation of aesthetic values. In general, the program was considered more effective in all aspects by those alumni from the larger population centers. The alumni who graduated felt the program was more effective than those who did not graduate. Also the earlier graduates felt the program was more effective than recent graduates. Another factor related to the expressed opinions of alumni on the effectiveness of the program in certain areas was the academic majors. About twice as many Chemistry majors as History majors felt the program was very effective in preparing students for a democratic way of life. Alumni who were members of a campus social organization expressed greater approval of the program than non-members. More women than men believed the program was effective in preparing students for making a living. Alumni who graduated prior to 1920 or since 1946 expressed greater satisfaction with the program in preparing students for making a living. In general, the more advanced the training of the alumni (e.g. M.D. and Ph.D.) the less favorable the expressed attitude toward the effectiveness of the program by all occupational groups. Housewives expressed the greater degree of satisfaction with the over-all program. Considerably more women than men agreed the program was effective in preparing students for a spiritual and religious life and for an appreciation of aesthetic values. Alumni who were not members of campus social organizations expressed the greater satisfaction with the program in preparing students for an appreciation of aesthetic values.

From the standpoint of liberal arts the student should have such contacts with the faculty that he is helped to make his own decisions. A vast majority of the alumni felt they had had such contacts with the faculty. Each succeeding graduating class since 1900 recorded a more favorable reaction to this question.

The traditional question of the addition of more "applied" or more "cultural" courses was asked in the alumni questionnaire. The consensus (about 4 to 1) of the alumni was that more applied courses should be added. There was considerable diversity of opinion among the various majors. The greatest differences existed for Philosophy-Religion majors and English Composition majors. The former desired more cultural courses and the latter desired more applied courses. Alumni in different occupations recorded different opinions on this question. Those in management positions lead in desiring more applied courses. Those in professional and service occupations lead in their desire for more cultural courses.

The method of instruction has always been of paramount importance at all levels of the educational process. The alumni were asked to choose the method they felt to be the best. A majority of both men and women preferred a combination of lecture and discussion. There was some difference of opinion among those with advanced degrees. The greatest difference was expressed by M.D.'s. This group preferred primarily lectures.

The alumni were also asked to express their preference for large or small classes. Opinion was about equally divided between those who felt there was no noticeable advantage in having small classes and those who felt there was a distinct advantage in small classes. About 25% of the alumni did not hold either of these views but accepted a middle position that there was some slight advantage to be gained by small classes. The older the alumnus the greater the likelihood that he does not perceive any advantage to be gained in small classes. The type of advanced training was related to the expressed opinions on this question. The M.D.'s preferred small classes. A relatively larger percentage of the Ph.D.'s desired larger classes.

When the alumni were on campus did they feel over-worked? Did they receive adequate prodding? These are important questions in relation to the proper administration of the University counseling program and related activities. In response to the first question the majority (4/5) of the alumni indicated they were just pleasingly busy while on campus. Those who came from very small communities more often than other students felt over-burdened with work. Non-graduates also expressed a greater degree of being over-worked than graduates. The alumni who graduated during World War II (1941-45) expressed the greatest amount of satisfaction with the work load. In response to the second question a great majority felt they were prodded about the right amount. The alumni who did not graduate felt they should have had a greater amount of prodding. The perceived need for more prodding increased from before 1900 to the War (II), then declined. Certain majors felt differently about the amount of prodding needed. Education majors believed they received too much, while Speech, Political Science, and School Music majors felt they received too little.

The Self Study Committee attempted to touch all major aspects of the academic life of the students. Thus, the question of the best type of examination question was discussed. The majority of the alumni expressed a desire for a combination of objective and essay question. The alumni who majored in Mathematics or a physical science usually preferred objective questions, whereas the majors in Zoology preferred the essay question.

Many of the present staff are uncertain as to whether or not the type of student who now comes to DePauw has changed. The alumni are in a similar position, a majority are uncertain. More expressed the belief that a student of higher social and/or economic level is now enrolling than those who felt that students from lower social and/or economic backgrounds are enrolling. The more recent the date of graduation of the alumnus the greater the likelihood he possesses the opinion there has been no change.

The increased number of students going to college poses many perplexing problems for the college administrator. One of the problems is whether or not to add new schools to the curriculum. At the time the alumni questionnaire was developed two schools were under consideration, nursing and business. A great majority of the alumni agreed that such additions should be made to DePauw's curriculum. Less than one in five thought such a move would be undesirable. The most recent graduates expressed the greatest desire for such changes. Alumni who majored in Sociology and Education expressed the greatest desire for the addition. Majors in Philosophy-Religion and School Music expressed the greatest degree of dissatisfaction with the proposed changes. Nevertheless a majority of all majors favored the change. The alumni with Ph.D.'s indicated a greater degree of undesirability of such additions than any other groups with advanced training. Alumni who held positions for which DePauw has no specified pre-training curriculum expressed the greatest desire for such a change.

Another important aspect of the academic program is the techniques or aids which the various instructors use. The alumni were asked to point out the good and bad ones. The technique liked by the greatest number was personal conferences with the instructor. Two other aids received considerable backing,

individual student preparation and frequent short quizzes. The technique disliked by the greatest number was student direction of the class. The more recent the date of graduation the greater the likelihood that the alumnus believed films were a valuable instructional aid. The degree of effectiveness of the instructional aids varied according to the major field of study. However, regardless of the major, personal conferences with the instructor and frequent quizzes were accepted by the majority as the best methods.

The success or failure of the academic program rests to a large degree on the instructional staff. The alumni were asked to express their opinions about the qualifications and characteristics of the average instructor at DePauw. The trait which seemed to be most characteristic was that the instructor knew the subject matter. Other desirable traits listed often by the alumni were that the instructor gave the impression of being interested in the subject and tried to be considerate and courteous. The two undesirable traits listed as sometimes characteristic of the average instructor by almost half of the alumni were "presentation mechanical" and "biased on some things." As the lapse of time after graduation increased, greater weight was given to those traits having positive connotations and less weight attached to those traits with negative meanings.

The present graduation requirements have not been changed for a number of years. The Self Study Committee has devoted many hours to the discussion of this important topic. To help in reaching desirable decisions on this topic the alumni were asked to indicate whether or not they favored an increase or decrease in the requirement, or if the requirement should remain the same or be eliminated. In every instance at least half of the alumni favored the requirements as they are. Almost half of the sample preferred an increase in the English Composition requirement. More men than women desired this increase. A sizable number also would like to see an increase in Social Science, Philosophy, and Religion. Over a third of the alumni would like to have the foreign language requirement reduced or eliminated. A sizable number would also like to see the Physical Education requirement reduced or eliminated. The longer the time since graduation the greater the perceived need for increased graduation requirements. The alumni with the most advanced training were the least strong in their desire for an increase in requirements. The desire for an increase in the English Composition requirements was greater for graduates than non-graduates, whereas the desire for an increase in the Religion requirement was greater for non-graduates than graduates. There was a major difference in the graduates and non-graduates concerning the foreign language requirement. Over one-half of those who graduated felt it should be eliminated. Only one-third of the non-graduates expressed this opinion.

The Self Study Committee felt some evidence could be gained as to the relative value of different subject matter areas by having the alumni list the subject contributing the most and least to employment and the subject contributing the most and least to the richness and fullness of life since they graduated. The subject which the greatest number of alumni felt had contributed the most to their employment since graduation was English Composition. One-fourth of the sample gave this response whereas only 14% of the sample majored in this subject. The subject believed to contribute the most to richness of life was literature. Over one-fourth of the alumni so responded yet only 7% majored in this subject. Philosophy-Religion was also considered important in the increasing of the richness of life by 14% more alumni than majored in that subject. Almost two out of every five alumni believed foreign language had

contributed the least to their employment since graduation. This was 33% more of the alumni than majored in foreign language. Seven percent more of the alumni than majored in Philosophy-Religion felt it had contributed the least to their employment. Thirty percent of the alumni felt foreign language had contributed the least to the richness of their life. This was 25% more than the number who majored in that subject. Seventeen percent more of the alumni than majored in Physical Education believed it contributed the least to the richness of their life since graduation. In general, men were more favorable toward the "applied" courses and women were more favorable toward the "cultural" courses. The expressed opinions tended to reflect the needs of the times when the alumni graduated. For example, Chemistry and Physics received the greatest following during war years and the humanities were at a low ebb during the same period. English Composition was considered the most helpful since graduation by all occupational groups except managerial and clerical. These two groups favored Economics and Business Education. The longer the alumnus had been out of school the more he appreciated the contribution of literature to the richness of his life. The more recent the date of graduation of the alumnus the greater the likelihood his attitude will be favorable toward Psychology in contributing to the richness of his life. Earlier graduates held a more favorable attitude toward foreign language than recent graduates. All occupational groups felt language had contributed the least to their employment since graduation. Those in the field of business expressed a greater dissatisfaction with foreign language than those in the professions. More men than women felt foreign language had contributed the least to the richness of their life. All occupational groups selected foreign language as the subject which contributed the least to the richness of their lives except those in clerical occupations, which selected Physical Education.

Most alumni look back on their college days and point out the experiences which they feel made a significant contribution to what they perceive to be the real and lasting values gained in college. In all probability instructional methods play a role in such reflections. The reflections of the alumni who responded to the questionnaire expressed a belief that a combination of discussion and lecture contributed the most to their philosophy as to the real and lasting values of a college education. Many other methods were given, but discussion, lecture, and individual conferences accounted for the majority of the responses. A not too distantly related question is the desirable traits of the good instructor. The largest number of alumni believed the most important trait of the good instructor was "good personality." The alumni who graduated during World War II felt the most desirable trait was "inspires student." Those who graduated at about the turn of the century and recent graduates preferred "enthusiasm" and "personal interest."

What does the future hold for DePauw as a liberal arts college? The alumni agreed in only two instances in sufficient numbers to be meaningful. Yet even in these two instances the expressed opinions were almost opposite. In one instance there was an express desire to "stay liberal." In the other there was a desire for "more applied courses."